DOCUMENT RESUME

ED 283 098 CG 019 987

AUTHOR Dye, Allan
TITLE ACES' Attitudes: Supervisor Competencies and a National Certification Program.
PUB DATE Apr 87
NOTE 6p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Counselor Certification; *Counselor Educators; Counselor Evaluation; *Counselor Training; *National Programs; Needs Assessment; *Program Development; *Supervisor Qualifications

ABSTRACT

The Association for Counselor Education and Supervision (ACES) received an American Association for Counseling and Development Foundation Professional Enhancement Grant to be used in identifying requisite supervisor knowledge and skills and in determining what procedures should be used in establishing a national "approved supervisor" certification program. ACES members (N=724) completed a survey which asked them to: (1) rate the relative importance of each of some 92 specific knowledge and skill factors; (2) describe how these clusters of knowledge and skill characteristics should be acquired and whether they should be included in a certification program; and (3) give recommendations regarding certification requirements, documents, and procedures. The results revealed 26 items in the 6 knowledge and skill scales of personal traits, facilitating skills, conceptual skills, technical/interventional skills, program management/supervision skills, and knowledge of management and supervision. There was strong agreement that evidence of these competencies should be included in a certification program. The findings support the view that ACES should create such a certification program. The proposed certification would be voluntary, designed to demonstrate an individual's professional competence and promote counseling supervision as a valuable, demonstrable professional specialty. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Allan Dye
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACES' ATTITUDES: SUPERVISOR COMPETENCIES AND A NATIONAL CERTIFICATION PROGRAM

by Allan Dye
Purdue University

ED283098

Approximately one week prior to the 1987 AACD Convention in Los Angeles it was announced that ACES, through the Supervision Interest Network, had received an AACD Foundation Professional Enhancement Grant in the amount of $1000. These funds were to be used in identifying requisite supervisor knowledge and skills and determining what procedures should be used in establishing a national 'approved supervisor' certification program. Preliminary results of a survey in which all ACES members were invited to participate were presented one year later during the 1987 AACD Convention in New Orleans.

Some 724 responses were received, a return rate of approximately 25 per cent. From a researcher's perspective this figure is disappointingly low. On the other hand, AACD elections often are determined by a 10-15 per cent vote; moreover, the survey instrument was lengthy and time-consuming. Viewed from this position, it is encouraging that such a large number of individuals felt sufficiently invested to participate. To the extent that the data are representative, the typical ACES member can be described as follows: more likely to be male (60%) than female (38%), has completed a doctorate (71%), is approximately 42 years of age, and is employed by a college or university (69%). Respondents had previously or are currently engaged in the following supervision activities: practicum supervision (69%), supervising in a school (41%), supervising in a mental health agency (30%), training others to become supervisors (31%), teaching a class or seminar in supervision (23%), teaching a laboratory course in supervision methods (16%). Respondents had themselves completed a course or seminar in supervision (58%),

CG019987

BEST COPY AVAILABLE

a supervision practicum (51%) and a pre-practicum laboratory in supervision methods (42%). In reporting current time allocations, ACES members are engaged in supervision and training (73%), administration or management (63%), performing counseling or therapy (59%), didactic/classroom teaching (54%), consulting (38%) and research (36%).

The survey instrument consisted of three types of items. One category asked respondents to rate the relative importance of each of some 92 specific knowledge and skill factors. A second group of items asked how these clusters of knowledge and skill characteristics should be acquired and whether they should be included in a certification program. A third section solicited recommendations regarding certification requirements, documents and procedures. Based on the results of confidence tests using a 10 per cent random sample, respondents provided a clear picture of requisite knowledge and skills. Some 26 items emerged from six knowledge and skill scales (clusters of similar items). The scales were favored in the following order when a rating of 5=essential and a rating of 1=minimal importance:

Scale	Illustrative item
Personal traits and qualities	is committed to updating his/her own counseling skills.
	maintains open communication between supervisees and the supervisor.
	is sensitive to individual differences.
Facilitating skills	demonstrates and enforces ethical/professional standards.
	models appropriate behaviors expected of supervisees.

Conceptual skills and knowledge	demonstates knowledge of counselor ethical practices.
	demonstrates knowledge of appropriate supervisory interventions, including a) role-playing; b) role-reversal; c) live supervision; d) reviewing audio and videotapes; e) direct suggestions and advice; f) leading groups with 2 or more supervisees; g) didactic experiences; h) microtraining.
Technical and direct intervention skills	is able to clarify his/her own role in supervision.
	is able to clarify the goals and direction of supervision.
Program management and supervision skills	can delegate responsibility.
	can conduct and coordinate staff development training.
Knowledge of program management and supervision	demonstrates knowledge of conflict resolution techniques.

The results fail to indicate a preference between a seminar course and a laboratory course as the proper setting for acquiring knowledge and competency in any of these six areas. There was strong agreement, however, that the requisite knowledge and skills should be clearly in evidence before an individual is allowed to supervise others, that those in training should regularly be evaluated using these factors as criteria, that they should regularly receive feedback about their performance in these areas, and that those with serious deficiencies should be required to obtain additional training or remedial work. There was strong agreement that evidence of these competencies should be included in a certification program. On the other hand, respondents were hesitant in recommending that serious deficiencies warranted dismissal from a supervisor training program.

If an approved supervisor program were to be established, applicants would be expected to have completed a master's plus 30 hours, an EdS or doctorate, would provide recommendation letters from instructors, practicum supervisors and employment supervisors. In addition, their supervision training would include a course or seminar in supervision, a supervision practicum and employment experience as a supervisor. A transcript showing successful completion of the following courses would also be necessary: legal and ethical issues in supervision; counseling practicum (two semesters); counseling theory (two semesters); counseling techniques (two semesters); multicultural counseling; life span development; consultation; theories of marriage and family therapy; standardized measures of ability, aptitude, interest and personality. The procedure would include a documents review and an examination.

The data allow for several pertinent conclusions:

ACES members' primary employment setting is a college or university; other settings include schools, mental health agencies, state departments of education, the military and private practice.

Most ACES members have at one time or are now engaged in supervision and approximately half have themselves completed a supervision training experience; however, relatively, few have taught a seminar or laboratory course.

Supervision, administration and management are the most frequently mentioned current activities of ACES members.

Differentiation between knowledge and skill clusters is quite distinct; that is, preferred supervisior behaviors have been identified and it is thus feasible to develop an examination and other evaluational processes for the purpose of establishing an 'approved supervisor' certification program.

Thus, ACES should immediately undertake the task of creating such a program. This effort should be made in cooperation with AMHCA because of this division's similar commitment to excellence in professional supervision. Because of the considerable logistical and financial requirements, the structure and mechanics of such a program should be developed in consultation with those responsible for the successful NBCC and CCMHC programs. When made operational the procedure should be conducted under the auspices of AACD.

The certification program should be more than a chain of letters, a paper trail. There should be provision for demonstration of current knowledge and skill and, in addition, such demonstration and certification should be accessible to those who are clearly competent to supervise but whose preparation could be described as non-conventional. Alternate paths might utilize Professional Development Institutes, in-service training conducted by colleges and universities, evidence of equal formal preparation, and the like.

The proposed certification would be voluntary, the purpose of which would be to demonstrate an individual's professional competence and, in the bargain, promote counseling supervision as a valuable, demonstrable professional specialty.